

A STUDY OF THE OCCUPATIONAL TRAINING PLANS
OF SELECTED ENLISTED SERVICEMEN
AT FORT SILL, OKLAHOMA

By

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CHAPTER I

INTRODUCTION

The decline in the strength of our Armed Services over recent years has added to the nation's unemployment problem. At the time of this study, the national unemployment rate was 6.2 percent of the labor force¹ while the unemployment rate among veterans was approximately 10.2 percent.² At the same time, servicemen were being released from active military duty at a substantial rate (approximately 90,000 men per month).³ These veterans face a difficult situation upon their entry to the civilian labor market. Some are able to transfer their military skills and experience to a civilian job, on a limited basis, while others need additional training or retraining in a marketable skill before they can successfully make the transition to civilian employment.⁴ Several studies have analyzed the occupational and educational success of veterans after they made the transition from military service to civilian life, but little is known of the occupational and training plans of these servicemen prior to their transition to civilian employment or training.

Statement of the Problem

Counselors, educational administrators responsible for planning training programs, and those in charge of manpower development and training programs have limited information about the servicemen being

released from active military service. Before an effective training program can be established, program planners need descriptive data about the type(s) of students to be served. The servicemen and veterans of our Armed Forces represent an actual and potential human resource reservoir and should be considered within these planning processes.

Purpose of the Study

The purpose of this study was to provide needed descriptive information about the occupational training plans of enlisted servicemen, who are stationed at Fort Sill, Oklahoma, and plan to reside in Oklahoma upon their release from military service, at a time six months prior to their release from active military service.

Need for the Study

At the end of World War II, and again after the Korean Conflict, the United States experienced tremendous conversion problems with millions of people changing from war-related to peacetime jobs. The United States government met the military to civilian transition problems with large-scale rehabilitation programs, familiarly known as the "GI Bills," which were designed to provide the men whose lives were interrupted by military service with, among other things, support to begin or continue their formal education or vocational training. Several researchers have studied these postwar rehabilitation programs and generally regard them as successful.⁵

Beginning in 1965, the Armed Forces increased the number of personnel to cope with the manpower needs of the Vietnam War. Because of short turnover times, this growth caused a corresponding rise in the

number of men leaving the service. This along with the current troop reductions in our military services, indicates that an increasingly large number of military personnel will return to civilian life well into the 1970's.

A study prepared for the Manpower Administration, U.S. Department of Labor⁶ showed that the enlisted men serving in the Air Force with in-service technical training had little difficulty in transferring to a civilian occupation. The nontechnically trained enlisted men encountered much difficulty in transferring to civilian jobs, usually in low-paying service occupations. With the Vietnam War Veterans, a greater number than those in the Manpower Administration study are nontechnically trained because of the larger number of combat forces required after the Vietnam buildup.⁷

With the unemployment rate among veterans at approximately 10.2 percent of the Labor Force, there is a need to explore descriptive information relevant to the occupational plans of the servicemen prior to their release from active duty. This descriptive data on the servicemen returning to Oklahoma will be useful as a tool for (1) counseling of servicemen and veterans on educational and training opportunities, (2) planning of training programs in Oklahoma's vocational and technical training institutions to meet the demand of the veterans seeking occupational training, and (3) planning Oklahoma's future manpower development programs. It is, also, expected that this study will provide information which would be useful in the design of additional research in this area.

Questions to be Answered

This study provides basic information about the characteristics of enlisted servicemen and their occupational and job training plans after they leave the military service. To analyze and interpret the results, it is necessary to pose specific questions that need to be answered.

The following research questions were investigated in this study:

1. What are the employment plans of the respondents after they leave military service; are their plans related to military pay grade, educational level, race, or type of exit from the service?
2. What are the employment prospects of the respondents; are their employment prospects related to military pay grade, educational level, race, or type of exit from the service?
3. What are the vocational or job training plans of the respondents; are their plans related to military pay grade, educational level, race, or type of exit from service?
4. What proportion of the respondents were familiar with the veterans' benefits under the "GI Bill," and how many expressed a desire to have more information on civilian training and job opportunities?
5. What proportion of the respondents expressed a desire to receive job training provided by the Army under "Project Transition"; what percentage of those expressing this desire actually completed a training program; and, are these training desires and program completions related to military pay grade, educational level, race, or type of exit from service?

Scope of the Study

This study was limited to the enlisted servicemen stationed at Fort Sill, Oklahoma, and listing Oklahoma as their home state. Only those servicemen with six months time remaining on their military obligation and scheduled to be released from active duty during the six month period January through June, 1971 were included in the study. The total number of subjects utilized in this study was 294 servicemen. The Fort Sill, Oklahoma, Military Reservation was the only military installation included in the study. No attempt was made to collect data on the Officers who were scheduled to leave the military service.

The study is limited by the population and the variables employed in the data analysis. All findings and conclusions drawn from this study must be limited to these factors.

Assumptions

The design of this study was based on the assumption that the characteristics of servicemen at a time six months prior to their release from active duty would be similar to their characteristics at the time of their release from active duty. An additional assumption of this study is that the servicemen will give accurate responses to all questions used in the study.

Definition of Terms

Enlisted Servicemen - Enlisted Servicemen as used in this study refers to persons on active duty in the Armed Forces of the United States in pay grades E-1 through E-9.

GI Bill - Provisions providing for readjustment of servicemen under Public Law #16, Public Law #346, Public Law #550, Public Law #894⁸ and Public Law #91-219.⁹

Non-veteran - A person who never served in the Armed Forces of the United States or served only in peacetime prior to June 27, 1950.¹⁰

Project Transition - A program initiated by the Department of Defense to provide terminating personnel with educational and training opportunities that will enable them to acquire gainful employment upon separation from the Army.¹¹

Servicemen - Persons who have served at least one day in the active service of the Armed Forces of the United States, but have not been discharged from active duty.

Veteran - A veteran is defined by the dates of his service in the Armed Forces of the United States: Vietnam Era - served after August 4, 1964; Korean Conflict Era - served at any time between June 27, 1950 and January 31, 1955; World War II - served at any time from September 16, 1940 to July 25, 1947; Post Korean Veteran - served at any time between February 1, 1955 and August 4, 1964.¹²

FOOTNOTES

¹Bureau of Labor Statistics, "Employment and Unemployment Developments," Employment and Earnings, XVII (May, 1971), p. 2.

²Larry Carney, "Nation Cranks Up Jobs for Vets Drive," Army Times, XXXI (April 28, 1971), p. 4.

³United States Senate Subcommittee on Veterans' Affairs, Unemployment and Overall Readjustment Problems of Returning Veterans, United States Senate Hearings, Ninety-First Congress, Second Session (Washington, 1971), p. 138.

⁴United States Department of Labor, Transferring Military Experience to Civilian Jobs: A Study of Selected Air Force Veterans, Manpower/Automation Research Monograph No. 8 (Washington, 1968), p. 15.

⁵Charles B. Nam, "Impact of the GI Bills on the Educational Level of the Male Population," Social Forces, XLIII (October, 1964), p. 26.

⁶United States Department of Labor, p. 15.

⁷Ibid.

⁸Bradford Morse, "The Veteran and His Education," Higher Education, XVI (March, 1960), p. 5.

⁹United States Senate Subcommittee on Veterans' Affairs, p. 100.

¹⁰Ibid., p. 165.

¹¹United States Continental Army Command, Education: Project Transition Directive, CON Reg. 621-4 (Fort Monroe, Virginia, 1970), p. 1.

¹²United States Senate Subcommittee on Veterans' Affairs, p. 165.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter the review of the literature will explore the characteristics of veterans of past wars and their overall readjustment to civilian life. Emphasized, also, in the review of the literature will be the educational and occupational readjustment problems facing the Vietnam veteran in the 1970's. During the course of the review of the literature, it was found that there were very limited studies done on the characteristics of the Vietnam Era veterans. There were, however, studies done on the characteristics of veterans of past wars, the effects the "GI Bills" has on the educational attainment of veterans, the transferring of military skills to civilian employment, and current developments in veteran's transition programs. The review of the literature will be centered on these areas.

Some Characteristics of Servicemen and Veterans of Past Wars

One major characteristic of servicemen affecting their education and occupational success after release from military service is the educational level of the men in our armed services. In an article by Frank T. Hines, entitled "Education and Rehabilitation of Returning Veterans with Special Reference to the Provisions of Public Laws 16 and 346", Mr. Hines reports¹ that of the men in World War II, 14 percent

were college men, including 3 percent who were graduates, 52 percent were high school men, of which almost half were graduates. The remainder, or 34 percent, were on the grade school level. The Hines article compared them to the men in World War I, 80 percent of whom were on the grade school level.² Hines also noted that approximately five million enlisted men in World War II were 25 years of age and under and that approximately 36 percent of them were eligible for higher education. Some of those men who were married and had other responsibilities and those over 25 years of age were predicted³ to be not likely to continue their education.

A study by the United States Office of Education⁴ entitled "Soldiers' Attitudes Toward Post-War Education" revealed,⁵ as shown in Table I, that 80 percent of the World War II servicemen in the study said they would continue their education if government aid was available and they could get no job at all. Thirty-seven percent expected to attend part-time school. Of particular interest was that only a third of the men who expected to go back to part-time school after World War II wanted to take college courses. About 50 percent were interested in trade or business school and the remainder were mostly men who wanted high school courses.⁶

TABLE I
PROPORTION OF WORLD WAR II SERVICEMEN WHO SAID THEY
WOULD GO BACK TO SCHOOL TAKING INTO CONSIDERATION
THE LABOR MARKET AND GOVERNMENT
AID FOR SCHOOLING

	With Government Aid for Schooling		Without Government Aid for Schooling	
	<u>Single Men under 25</u>	<u>All Servicemen</u>	<u>Single Men under 25</u>	<u>All Servicemen</u>
If they could get no job at all	11%	80%	6%	15%
If they could get a job, but not a good job.	9%	38%	7%	18%
If they could get a good job.	8%	30%	2.4%	4%

Source: United States Office of Education, "Soldiers' Attitudes Toward Postwar Education," Education for Victory, II (March 3, 1944), p. 5.

Frederiksen and Schrader's study revealed that the "typical" veteran student who entered college in the fall of 1946 might be described as follows:⁷

He was on active duty one to three years and held an enlisted rating of sergeant or higher. He served outside the United States for six months or more; he entered college in the same year he was separated from the service and he had no college training while in service.

The typical veteran believed that his service experience made him more eager to go to college. He did not feel that his service experience had decreased his scholastic ability. He generally decided to go to college while still in high school, although there were some veterans who decided while in the service. He was not married and entered college as a freshman at the age of 21.

With regard to motives for which veterans and non-veterans attended college, Frederiksen and Schrader concluded that:⁸

The reason for going to college most often given by non-veterans was to get necessary training for entering a profession; veterans most often said they wished to prepare themselves for a better-paying job. Possibly one reason for the difference is that the veteran students, being older, were not willing to spend additional years in professional graduate schools.

. . .Veterans tended to express certainty as to their vocational choice somewhat more often than non-veterans.

Effects of the GI Bills on the Educational Attainment of Veterans

Nam⁹ found that the contribution of schooling obtained by veterans after they left the military service had a substantial effect on the formal educational attainment of the male population. About 55 percent of all men with one year of college completed between 1940 and 1955 were veterans of the wars (World War II and the Korean Conflict) and approximately one million veterans who became college graduates during those years represented one-half of the men who graduated from college in that same period. Nam revealed¹⁰ that approximately 12.5 percent of the college graduates between 1940 and 1955 could be attributed directly to the GI Bills. However, he also found¹¹ that many veterans exhausted their benefits and finished schooling without the assistance of the GI Bills.

Nam concluded that:¹²

The GI Bill programs had a profound effect in increasing the number of persons who took specialized courses, particularly trade and commercial courses, and thereby learned new skills or increased their knowledge of old ones.

. . .Moreover, economic benefits were realized in that the greater college and vocational school attendance may have helped to keep unemployment at a low level after the war.

Morse¹³ reported that of the nearly 11 million veterans who entered training after World War II and the Korean Conflict, 3.5 million attended colleges and universities. Less than one-third of the World War II veterans enrolled in institutions of higher learning under the "GI Bills", whereas, one-half of the Korean veterans took advantage of educational benefits in colleges and universities. Table II shows the breakdown of the number of World War II and Korean veterans who participated in various types of training under the GI Bills, as reported by Morse.¹⁴

TABLE II
TYPES OF TRAINING UNDER THE VARIOUS LAWS

(In thousands)

Type of Training	Total*	Vocational Rehabilitation		Education and Training	
		PL 16 WW II	PL 894 Korea	PL 346 WW II	PL 550 Korea
Total . . .	10,455	614	62	7,800	2,302
Institutions of higher learning. .	3,435	153	22	2,200	1,166
Schools below college level. . .	4,364	149	26	3,500	824
Apprentice and other on-the-job	1,810	236	11	1,400	219
Institutional on- farm	846	76	3	700	93

*Totals are less than the sum of figures for each program, since an estimated 3 percent of the veterans pursued courses under more than one law.

Source: Bradford Morse, "The Veteran and His Education," Higher Education, XVI (March, 1960), p. 5.

Donald E. Johnson, Administrator of Veterans' Affairs, Veterans' Administration, in a statement before a Senate Subcommittee hearing, in November, 1970, said that:¹⁵

The number of veterans and servicemen taking education and training under the GI Bills has grown from 294,000 in 1966, to 397,000 in 1967, to 542,000 in 1968, to 736,000 in 1969, and we expect 1 million to be in training by January, 1971.

Transferring Military Skills to Civilian Employment

Some characteristics about servicemen related to their readiness to reenlist in the Air Force were brought out in the Thorndike and Hagen study.¹⁶

Interest in reenlisting is more frequent for men (a) in low-priority career fields, (b) not continuing their education, (c) having low aptitude indexes, (d) receiving low civilian pay and few benefits (e) disliking their civilian job, and (f) of low socio-economic status.

Thorndike and Hagen,¹⁷ also, found that a large proportion of veterans continued their education during the first year after their separation, some 30 percent in colleges and 25 percent in other types of institutions. About 50 percent of those with technician specialty training in service were in college, half of them in engineering programs. Approximately 25 percent of the veterans studied were in civilian jobs bearing some relationship to their military experience.

In a study undertaken on a grant from the Manpower Administration, United States Department of Labor¹⁸ in 1966, it was found that "the men in the study made the transition to civilian employment rather easily, probably, with the help of a booming job market." The technically trained enlisted men generally found bench work, electrician, machinist,

and structural work jobs. The nontechnically trained enlisted men had difficulty finding jobs, usually in low-paying service occupations.¹⁹

The study suggests to employers two criteria in judging a veteran's qualifications:²⁰

If he is an officer, he probably has a good educational background, backed up by 4 years or more of military experience, which may include skill in administration or management. If he is an enlisted man with a Primary Specialty Code in technical skills or crafts, he can probably qualify as a technician, mechanic, or machinist with minimal training.

Current Developments in Veteran's

Transition Programs

Roger T. Kelley, Assistant Secretary of Defense, Manpower and Reserve Affairs stated before a United States Senate Subcommittee on Veterans Affairs that the United States Department of Defense has established programs in three major areas to help each serviceman at the end of his service in his adjustment to civilian life.²¹

First, to provide, at a point of separation, a general orientation for all personnel on their rights, benefits, and obligations after discharge. Second, to provide counseling, vocational training, education, and job information services during a period of 6 months prior to discharge. We term this effort out 'Project Transition' program. Third, to offer career personnel who are retiring after 20 or more years of service a counseling and computer based job finding service.

Kelley,²² also, stated that since the beginning of Project Transition, 125,000 men have been trained. About 70 percent of those trained were in the 21 to 24 age group. The vocational training has been a unified effort on the part of both private and public agencies; 33 percent provided by American business at no cost for the training; 30 percent by Government agencies; 25 percent by the military services

and 12 percent through Manpower Development and Training Act funds provided by the Department of Labor.³³

James T. Oates, National Chairman, Jobs for Veterans Programs stated²⁴ that a National Committee for Jobs for Veterans was organized on October 15, 1970. The overall objectives of the committee was to widen opportunities for returning veterans to find good jobs or to participate in education and training that will lead to such jobs.

An article by Carney²⁵ revealed that as of April 1, 1971, 38 states and 226 cities, with populations of 10,000 or more, had launched campaigns, under the "Jobs for Vets" drive.

In a statement before a Senate Subcommittee Hearing, Donald E. Johnson, Administrator of Veterans' Affairs, Veterans' Administration,²⁶ stated that one of the Veterans' Administration's primary missions was to acquaint veterans with their benefits, and assist them in utilizing these benefits. To do this, the Veterans' Administration has: initiated "Project Outreach", an orientation and counseling program at separation points, hospitals, and military installations; established U. S. Veterans Assistance Centers in 71 of the nations largest cities; and, promoted 13 Veterans Job Marts in various sections of the nation.²⁷

In a statement before the Senate Subcommittee Hearing on Veterans' Readjustment problems, Malcolm R. Lovell, Jr., Assistant Secretary of Labor for Manpower, said²⁸ that veterans were participating in manpower development and training programs. Of the new enrollees, under the Manpower Development and Training Act, in the fiscal year 1970, 19 percent were veterans in the institutional program and 21 percent were veterans in the on-the-job training programs.²⁹

Some Characteristics of the Vietnam Era Veterans

In a study of unemployed and employed Vietnam Era veterans submitted to Senate Hearings, the following major findings were reported:³⁰

1. It was found that unemployment decreased with age and increased with number of dependents.
2. Unemployment was higher among veterans who participated in some form of educational improvement while in the service.
3. Fifty percent of those not in education or training wanted to be. Only 20 percent of the respondents were enrolled in an education or training program.
4. Fifty-one percent of the urban respondents and nearly 60 percent of the non-urban respondents had only a high school education.
5. Over 70 percent of those in or waiting to enter school or training were using the GI Bill.

A study made by the Veterans' Administration in July, 1968, and submitted to Senate Subcommittee Hearings reported the following characteristics of veterans:³¹

1. Nearly 24 percent of all veterans reported entering training under a Veterans' Administration Program.
2. Two-thirds of all veterans in training were enrolled in institutions of higher learning, 23 percent were enrolled in a below college level, and 9.9 percent were in on-the-job training.
3. About 42 percent of all veterans planned to enter, re-enter or continue in training within 6 months after separation from military service.
4. About 34 percent of all veterans in the study have not entered training and definitely planned not to enter training.

Ritter's Study³² revealed that over 76 percent of the servicemen and veterans enrolled in Oklahoma's vocational and technical training in the fall of 1968 were enrolled in adult supplementary training and adult preparatory training to prepare them for gainful employment in the labor market.

Summary

The review of the literature shows that the first year after leaving service is the most critical in a veteran's decision to continue his education or training and that the GI Bills play an increasingly large role in that decision. Also, the primary reason that veterans continued their education and training was to prepare themselves for gainful employment or better jobs.

Another major factor shown in the review of the literature was that Government agencies and veterans organizations are concerned with the veterans' readjustment problems and are taking action to increase the employment and training opportunities available for veterans.

FOOTNOTES

¹Frank T. Hines, "Education and Rehabilitation of Returning Veterans with Special Reference to the Provisions of Public Laws 16 and 346," Journal of Educational Sociology, XVIII (October, 1944), p. 75.

²Ibid.

³Ibid., p. 74.

⁴United States Office of Education, "Soldiers' Attitudes Toward Postwar Education," Education for Victory, II (March 3, 1944), pp. 1-6.

⁵Ibid., p. 5.

⁶Ibid., p. 6.

⁷Norman Frederiksen and W. B. Schrader, Adjustment to College: A Study of 10,000 Veteran and Non-veteran Students in Sixteen American Colleges (Princeton, 1951), p. 13.

⁸Ibid., p. 255.

⁹Charles B. Nam, "Impact of the GI Bills on the Educational Level of the Male Population," Social Forces, XLIII (October, 1964), p. 31.

¹⁰Ibid., pp. 31-32.

¹¹Ibid., p. 29.

¹²Ibid., p. 32.

¹³Bradford Morse, "The Veteran and His Education," Higher Education, XVI (March, 1960), pp. 4-5.

¹⁴Ibid., p. 5.

¹⁵United States Senate Subcommittee on Veterans' Affairs, Unemployment and Overall Readjustment Problems of Returning Veterans, United States Senate Hearings, Ninety-First Congress, Second Session (Washington, 1971), p. 61.

¹⁶R. L. Thorndike and E. P. Hagen, Attitudes, Educational Programs, and Job Experience of Airmen Who Did Not Reenlist, Air Force Personnel and Training Research Center, AFPTRC-TR-57-2 (Lackland Air Force Base, 1957), p. 43.

¹⁷Ibid.

¹⁸United States Department of Labor, Transferring Military Experience to Civilian Jobs: A Study of Selected Air Force Veterans, Manpower/Automation Research Monograph No. 8 (Washington, 1969), p. 15.

¹⁹Ibid.

²⁰Ibid.

²¹United States Senate Subcommittee on Veterans' Affairs, p. 128.

²²Ibid., p. 129.

²³Ibid.

²⁴Ibid., p. 144.

²⁵Larry Carney, "Nation Cranks Up Jobs for Vets Drive," Army Times, XXXI (April 28, 1971), p. 4.

²⁶United States Senate Subcommittee on Veterans' Affairs, p. 60.

²⁷Ibid.

²⁸Ibid., p. 156.

²⁹Ibid.

³⁰Ibid., pp. 458-462.

³¹Ibid., p. 803.

³²Kenneth Lane Ritter, "A Descriptive Study of the Servicemen and Veterans Enrolled in Oklahoma's Vocational and Technical Training Programs in the Fall of 1968" (unpublished M. S. Thesis, Oklahoma State University, 1970), p. 43.

CHAPTER III

METHOD AND PROCEDURE

This study was conducted to obtain descriptive information pertinent to the occupational plans of selected enlisted servicemen at Fort Sill, Oklahoma. The purpose of this chapter is to describe the population, the data collection procedures, and the procedures used for analyzing the data.

Description of the Population

The population of this study consist of enlisted servicemen at Fort Sill, Oklahoma, meeting the following criteria:

1. That they were eligible for "Project Transition"* training under United States Continental Army Command (CONARC) Regulation No. 621-4.
2. That they were scheduled to be released from active military duty during the six month period, January through June, 1971.
3. That they had listed under item number 2 of the questionnaire [see Appendix A], Oklahoma as their home state.

*All enlisted personnel of the United States Army except (1) individuals to be separated for disciplinary reasons, (2) reservists serving 6 months active duty, and (3) personnel who have served less than 181 days of active service are eligible for "Project Transition" training.¹

The population in this study consist of 294 servicemen meeting the above criteria and completing the questionnaire used. United States CONARC Regulation Number 621-4 requires all personnel eligible for "Project Transition" training to complete the questionnaire² [see Appendix A]. The percentage of eligible personnel actually completing the questionnaire is not known, but was estimated by officials from the Office of Education at Fort Sill, Oklahoma, to be approximately 80 percent.

Data Collection

The data for this study were collected on the United States Continental Army Command (CONARC) Form 998-R. This is a questionnaire designed to gather information on the occupational plans of servicemen prior to their release from active duty, for use with "Project Transition".³ A copy of this questionnaire is included in Appendix A. Items number 3, 5, 6, 11, 17, and 23-25 were not used in this study.

The questionnaire was administered by the Office of Education, Fort Sill, Oklahoma, in connection with "Project Transition". All questionnaires in which the respondent indicated "Oklahoma" as his home state on item number 2 were utilized in this study. Home state in this study refers to the serviceman's home of record or the state in which he will return to upon release from the service. All servicemen were given this instruction at the time the questionnaire was administered.

Other data used in this study were obtained from counseling records of the Office of Education at Fort Sill. This includes the respondents' type of exit from the service (retirement or

non-retirement), and whether or not the respondent enrolled in or completed a "Project Transition" training program.

Data Analysis

The method used for the data analysis in this study was percentages and frequency counts to determine the distribution of responses for all items. The distributions of responses on items concerning the respondents' employment and job training plans after leaving service are presented in relation to four basic characteristics. These were (1) pay grade, (2) educational level, (3) race, and (4) type of exit from service of respondents.

FOOTNOTES

¹United States Continental Army Command, Education: Project Transition Directive, CON Reg 621-4 (Fort Monroe, Virginia, 1970), p. 2.

²Ibid., p. 3.

³Ibid., p. 4.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to describe the respondents in the study and to present the data analysis relating to the research questions investigated in this study.

Description of Respondents

This section provides a description of the race, age, military pay grade, type of exit from service, and educational level of the respondents in this study.

Race and Age

The racial distribution for all respondents is indicated in Table III. The Caucasian race had the largest number with 88.4 percent. Only 8.5 percent were Negro and 3.1 percent were in the "all others" group.

TABLE III

FREQUENCY AND PERCENTAGE ANALYSIS OF THE
RACE OF RESPONDENTS

RACE	NUMBER	PERCENT
Caucasian	260	88.4
Negro	25	8.5
All Others	9	3.1
TOTAL	294	100.0

The age distribution for all respondents is shown in Table IV. The heaviest concentration for all racial groups was in the 21-24 age group. The percentage of Caucasians in this age group was slightly higher with 50 percent, as compared to 40 percent of the Negroes and 33.3 percent of the "all others" group.

The ages for the "all others" racial group was evenly distributed throughout the other 3 age groups with 22.2 percent each. The "36 and up" age group had the second largest distribution for the Caucasians and Negroes with 30.8 and 36 percent respectively. The respondents in this age group would be considered careerist and most were retiring from the service or reenlisting.

TABLE IV
FREQUENCY AND PERCENTAGE ANALYSIS OF THE
AGE OF RESPONDENTS, BY RACE

AGE GROUP	RACE							
	CAUCASIAN		NEGRO		ALL OTHERS		TOTAL	
	N	%	N	%	N	%	N	%
17-20	27	10.4	3	12.0	2	22.2	32	10.9
21-24	130	50.0	10	40.0	3	33.3	143	48.7
25-35	23	8.8	3	12.0	2	22.2	28	9.5
36 and up	<u>80</u>	<u>30.8</u>	<u>9</u>	<u>36.0</u>	<u>2</u>	<u>22.2</u>	<u>91</u>	<u>30.9</u>
TOTAL	260	100.0	25	100.0	9	99.9*	294	100.0

*Percentage may not add to 100.0 percent due to rounding.

Pay Grade, Reenlistment and Retirement

The pay grades of respondents in this study are shown in Table V. The heaviest concentration for each racial group was in the E4 pay grade group. The "E1 - E3" group had the lowest concentrations, with 5.4 percent of the Caucasians, no Negroes, and 11.1 percent of the "all others" racial group.

TABLE V
FREQUENCY AND PERCENTAGE ANALYSIS OF THE
PAY GRADE OF RESPONDENTS, BY RACE

PAY GRADE GROUP	RACE							
	CAUCASIAN		NEGRO		ALL OTHERS		TOTAL	
	N	%	N	%	N	%	N	%
E1 - E3**	14	5.4	0	0.0	1	11.1	15	5.1
E4	84	32.3	11	44.0	4	44.5	99	33.7
E5	67	25.8	3	12.0	2	22.2	72	24.5
E6	27	10.4	5	20.0	1	11.1	33	11.2
E7 - E9***	<u>68</u>	<u>26.2</u>	<u>6</u>	<u>24.0</u>	<u>1</u>	<u>11.1</u>	<u>75</u>	<u>25.5</u>
TOTAL	260	100.1*	25	100.0	9	100.0	294	100.0

*Percentage may not add to 100.0 percent due to rounding.

**The "E1 - E3" group was combined since their combined frequency was only 5.7% of the total group.

***The "E7 - E9" group was combined because respondents in these pay grades are considered to be career personnel.

Table VI shows the frequency of responses to item number 12 on the questionnaire. Eighteen or 6.1 percent of the respondents indicated that they were going to reenlist in the service. Fourteen or 4.8 percent were not sure and 89.1 percent indicated they were not going to reenlist.

TABLE VI
FREQUENCY AND PERCENTAGE ANALYSIS OF THE
REENLISTMENT PLANS OF RESPONDENTS

RESPONSE	NUMBER	PERCENT
Reenlisting	18	6.1
Not Reenlisting	262	89.1
Not Sure	<u>14</u>	<u>4.8</u>
TOTAL	294	100.0

Respondents indicating that they were going to reenlist were instructed not to complete the questionnaire. The remainder of the data analysis is based on those respondents not reenlisting and those that were not sure about reenlistment.

Type of exit from service [retirement or non-retirement] of respondents is analyzed by race in Table VII. Of the total group, 29.7 percent were retiring. Only 12.5 percent of the "all others" racial group were retirees while one-third of the Negroes were.

TABLE VII
FREQUENCY AND PERCENTAGE ANALYSIS OF THE
TYPE OF EXIT FROM SERVICE, BY RACE

TYPE OF EXIT FROM SERVICE	RACE							
	CAUCASIAN		NEGRO		ALL OTHERS		TOTAL	
	N	%	N	%	N	%	N	%
Retiring	73	29.9	8	33.3	1	12.5	82	29.7
Not Retiring	<u>171</u>	<u>70.1</u>	<u>16</u>	<u>66.7</u>	<u>7</u>	<u>87.5</u>	<u>194</u>	<u>70.3</u>
TOTAL	244	100.0	24	100.0	8	100.0	276	100.0

Educational Level

The educational background of the respondents varied from 7 years of education to college graduates. Table VIII summarizes the educational level of the respondents in this study, by race. Only 12.6 percent of all respondents had less than 12 years of education and 5.1 percent were college graduates. As compared with the men in World War II, approximately 59 percent of whom had less than a high school education and only 3 percent were college graduates.¹

TABLE VIII
FREQUENCY AND PERCENTAGE ANALYSIS OF THE EDUCATIONAL
LEVEL OF RESPONDENTS, BY RACE

EDUCATIONAL LEVEL	RACE							
	CAUCASIAN		NEGRO		ALL OTHERS		TOTAL	
	N	%	N	%	N	%	N	%
Less than 12 years	31	11.9	3	12.0	3	33.3	37	12.6
12 years	168	64.6	16	64.0	3	33.3	187	63.6
13-15 years	49	18.9	3	12.0	3	33.3	55	18.7
16 years	<u>12</u>	<u>4.6</u>	<u>3</u>	<u>12.0</u>	<u>0</u>	<u>0.0</u>	<u>15</u>	<u>5.1</u>
TOTAL	260	100.0	25	100.0	9	99.9*	294	100.0

*Percentage may not add to 100.0 percent due to rounding.

As would be expected, the heaviest concentration was in the "12 years" educational group with 63.6 percent for the total group and approximately 64 percent each for the Caucasian and Negro groups. The "all others" group was evenly distributed in the first three educational groups with 1/3 in each. A larger percentage of the "all others" group had some college education than in the Caucasian and Negro groups.

Surprisingly, the Negro group had the highest percentage of college graduates with 12 percent as compared to 4.6 percent of the Caucasian group and none in the "all others" group.

Of the total respondents, 25.7 or 87.4 percent had at least a high school education. Of these, 158 or 53.7 percent received a high school diploma and 99 or 33.7 percent received a High School Equivalent Certificate through the military's GED [General Educational Development] program. Table IX shows this distribution.

TABLE IX
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
COMPLETION OF HIGH SCHOOL

HIGH SCHOOL COMPLETION	NUMBER	PERCENTAGE
Did not complete high school	37	12.6
Received high school diploma*	158	53.7
Received High School Equivalent Certificate through GED*	<u>99</u>	<u>33.7</u>
TOTAL	294	100.0

*Includes those respondents with some college and/or college degrees.

Table X shows the educational level in relation to the respondents' pay grade. Of particular interest is the fact that in the E1 - E3 pay grades, almost half had less than 12 years education as compared to 20.2 percent of the E-4's, 13.9 percent of the E-5's, and none in E-6 and above pay grades. The largest percentages with 12 years of education was in the E-6 and above pay grades while the largest percentages for the "13-15" and "16 years" groups were in the E4 and E5 pay grades.

Data Analysis Relating to Research Questions

This section is a presentation of the data analysis relating to the research questions investigated in this study.

Research Question 1: What are the employment plans of the respondents after they leave military service; are their plans related to military pay grade, educational level, race, or type of exit from service?

TABLE X
FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP
OF EDUCATIONAL LEVEL TO PAY GRADE OF RESPONDENTS

EDUCATIONAL LEVEL	PAY GRADE									
	E1 - E3*		E4		E5		E6		E7 - E9**	
	N	%	N	%	N	%	N	%	N	%
Less than 12 years	7	46.7	20	20.2	10	13.9	0	0.0	0	0.0
12 years	6	40.0	52	52.5	36	50.0	29	87.9	64	85.3
13-15 years	2	13.3	23	23.2	16	22.2	3	9.1	11	14.7
16 years	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>4.1</u>	<u>10</u>	<u>13.9</u>	<u>1</u>	<u>3.0</u>	<u>0</u>	<u>0.0</u>
TOTAL	15	100.0	99	100.0	72	100.0	33	100.0	75	100.0

*The "E1 - E3" group was combined since their combined frequency was only 5.7 percent of the total group.

**The "E7 - E9" group was combined because respondents in these pay grades are considered to be career personnel.

Plans After Service

The overall plans after service of all respondents not reenlisting are reported in Table XI. Of the total respondents, 136 or 49.3 percent said they were going to seek full-time employment and another 57 or 20.7 percent said they were going to work full-time and go to school part-time. Another 59 or 21.4 percent said they would be working part-time, 21 of these were going to school part-time and 38 were going to school full-time. Only 4.3 percent said they were going to school full-time and 1.4 percent indicated they would do something other than the responses provided. Eight or 2.9 percent did not respond to this item on the questionnaire. This indicates that a substantial proportion, 70 percent, will be entering the civilian labor market seeking full-time employment.

Pay Grade and Plans After Service

A breakdown of the respondents' plans after leaving service by pay grade indicates that a smaller percentage of the respondents in pay grades E4 and E5 were going to work full-time. A higher percentage in these two pay grades indicated that they were going back to school in both the school full-time and school part-time responses. An analysis is provided in Table XII. The heaviest concentration for the "E1 - E3" group was in the work full-time category with 66.7 percent. Very few in the lower three pay grades indicated that they were going back to school either full or part-time.

For the higher pay grade groups, E6 and E7 - E9, the largest concentration was also in the work full-time category. However, there was a substantial increase, as compared to the other pay grades, in the two

TABLE XI
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
EMPLOYMENT PLANS AFTER LEAVING SERVICE

PLANS AFTER LEAVING SERVICE	NUMBER	PERCENT
Work full-time	136	49.3
Work full-time, school part-time	57	20.7
Work part-time, school part-time	21	7.6
School full-time	12	4.3
School full-time work part-time	38	13.8
Other	4	1.4
No response to item	<u>8</u>	<u>2.9</u>
TOTAL	276	100.0

categories with school part-time. The largest number of non-responses was in the "E7 - E9" pay group. Since this group is made up of older persons, this could indicate some undecisiveness on their part; especially in deciding whether or not to return to school.

Educational Level and Plans After Service

An analysis of the respondents' plans after service and their educational level is shown in Table XIII. The educational level group with the highest percentage who said they intended to work full-time was in the "less than 12 years" group. Of this group, 59.5 percent said they planned to work full-time with another 10.8 percent indicating the "work full-time, school part-time" category as their plans. Few in this

TABLE XII

FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS' EMPLOYMENT
PLANS AFTER SERVICE, BY PAY GRADE

PLANS AFTER LEAVING SERVICE	PAY GRADE									
	E1 - E3		E4		E5		E6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
Work full-time	10	66.7	40	41.2	30	42.3	18	62.1	38	59.4
Work full-time, school part-time	2	13.3	17	17.5	18	25.4	6	20.7	14	21.9
Work part-time, school part-time	1	6.7	13	13.4	0	0.0	3	10.3	4	6.2
School full-time	1	6.7	4	4.1	6	8.4	0	0.0	1	1.6
School full-time, work part-time	0	0.0	20	20.6	14	19.7	2	6.9	2	3.1
Other	1	6.7	1	1.0	1	1.4	0	0.0	1	1.6
No response	<u>0</u>	<u>0.0</u>	<u>2</u>	<u>2.1</u>	<u>2</u>	<u>2.8</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>6.2</u>
TOTAL	15	100.1*	97	99.9*	71	100.0	29	100.0	64	100.0

*Percentage may not add to 100.0 percent due to rounding.

TABLE XIII

FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS' EMPLOYMENT
PLANS AFTER SERVICE, BY EDUCATIONAL LEVEL

PLANS AFTER LEAVING SERVICE	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
Work full-time	22	59.5	90	52.3	17	32.7	7	46.7
Work full-time, school part-time	4	10.8	39	22.7	8	15.4	6	40.0
Work part-time, school part-time	2	5.4	13	7.6	6	11.5	0	0.0
School full-time	2	5.4	6	3.5	3	5.8	1	6.7
School full-time, work part-time	2	5.4	19	11.0	16	30.8	1	6.7
Other	2	5.4	2	1.2	0	0.0	0	0.0
No Response	<u>3</u>	<u>8.1</u>	<u>3</u>	<u>1.7</u>	<u>2</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
TOTAL	37	100.0	172	100.0	52	100.0	15	100.1*

*Percentage may not add to 100.0 percent due to rounding.

educational group intended to go to school full-time with 5.4 percent indicating this and 5.4 percent in the "school full-time, work part-time" category.

The respondents in the "12 years" educational group also had a large number who intended to work full-time with 52.3 percent. The percentage in the "work full-time, school part-time" category was higher for this educational group with 22.7 percent. Like the "less than 12 years" group, a relatively low percentage of those with 12 years education indicated they would go back to school full-time. The respondents in the "13-15 years" educational level had the lowest percentage who intended to work full-time and the highest percentage who planned to go to school full-time. Of these, 5.8 percent planned to go to school full-time but a large proportion, 30.8 percent, planned to go to school full-time while working part-time. This indicates they may have a desire to complete their college degree.

The distribution of respondents with 16 years education was more heavily concentrated in the "work full-time" category with 46.7 percent. However, 40 percent of these respondents indicated they planned to work full-time and continue school on a part-time basis. This reveals that they may have a desire to work toward a graduate degree. Only 2 in this educational group planned to go to school on a full-time basis.

Race and Plans After Service

An analysis of respondents' plans after service by race indicates that a larger proportion of Caucasians, 50.4 percent, intended to work full-time than did the other races. However, a larger proportion of Negroes, 16.7 percent, planned to work part-time and attend school

part-time. The "all other" group was more evenly distributed over all plans categories except the "work full-time, school part-time" and "school full-time" categories in which none indicated these responses as their plans. This analysis is presented in Table XIV.

TABLE XIV
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
EMPLOYMENT PLANS AFTER SERVICE, BY RACE

PLANS AFTER SERVICE	RACE					
	CAUCASIAN		NEGRO		ALL OTHERS	
	N	%	N	%	N	%
Work full-time	123	50.4	11	45.8	2	25.0
Work full-time school part-time	52	21.3	5	20.8	0	0.0
Work part-time school part-time	15	6.2	4	16.7	2	25.0
School full-time	12	4.9	0	0.0	0	0.0
School full-time, work part-time	35	14.3	2	8.3	1	12.5
Other	2	0.8	1	4.2	1	12.5
No Response to Item	<u>5</u>	<u>2.1</u>	<u>1</u>	<u>4.2</u>	<u>2</u>	<u>25.0</u>
TOTAL	244	100.0	24	100.0	8	100.0

Type of Exit from Service and Plans After Service

An analysis of respondents' plans after service by type of exit from service [retirement or non-retirement] indicated that a larger proportion of those retiring from service intended to work full-time than those not retiring. A little more than 62 percent of the retirees planned to work full-time as compared to only 43.8 percent of the non-retirees. Also, 23.2 percent of the retirees intended to work

full-time and attend school part-time as compared to 19.6 percent of the non-retirees. Table XV shows the breakdown by type of exit from service.

TABLE XV
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
EMPLOYMENT PLANS AFTER LEAVING SERVICE, BY
TYPE OF EXIT FROM SERVICE

PLANS AFTER LEAVING SERVICE	TYPE OF EXIT FROM SERVICE			
	RETIREMENT		NON-RETIREMENT	
	N	%	N	%
Work full-time	51	62.2	85	43.8
Work full-time, school part-time	19	23.2	38	19.6
Work part-time, school part-time	4	4.9	17	8.8
School full-time	1	1.2	11	5.7
School full-time, work part-time	2	2.4	36	18.6
Other	1	1.2	3	1.5
No Response to Item	<u>4</u>	<u>4.9</u>	<u>4</u>	<u>2.1</u>
TOTAL	82	100.0	194	100.1*

*Percentage may not add to 100 percent due to rounding.

Another important observation is that a higher proportion of those respondents not retiring planned to go back to school on a full-time basis than those retiring. For the retirees, only 1.2 percent and 2.4 percent respectively indicated they would go to school full-time and attend school full-time while working part-time. This compares to 5.7 percent and 18.6 percent respectively for the non-retirees in the same two plans after service categories.

Research Question 2: What are the employment prospects of the respondents; are their employment prospects related to military pay grade, educational level, race, or type of exit from service?

Employment Prospects

Two questions [items number 14 and 15 on the questionnaire] were analyzed under this heading as they are closely related to each other. When asked in item number 14 if they had a job promised them when they leave the service, 53 or 19.2 percent of the respondents checked yes, 218 or 79 percent checked no and 5 made no response to this item. Then when asked in item number 15 if they thought they could readily get the kind of job they wanted, 122 or 44.2 percent indicated yes, 126 or 45.7 percent indicated no, and 28 or 10.1 percent made no response to this item. The large number of non responses on the latter item can be attributed partially to those 24 in the previous section who showed no indication that they planned to work full or part-time after service. This data is presented in Table XVI.

An interesting observation brought out by a deeper look into this data was that of the 53 respondents who indicated they had a job promised them, only 37 felt that they could readily get the kind of job they wanted.

The reader is cautioned that certain weaknesses of the questionnaire utilized in this study will limit the conclusions drawn from the analysis of this particular research question. Although 44.2 percent of the respondents thought they could get the kind of job they wanted, there was no provision in the questionnaire to determine what the respondents' job aspirations were. Persons with lower job goals would

probably feel they could more readily get a job than persons with higher goals.

TABLE XVI
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
EMPLOYMENT PROSPECTS AFTER SERVICE

RESPONSE ITEMS	NUMBER	PERCENT
<u>Job Promised When They Leave Service</u>		
Yes	53	19.2
No	218	79.0
No Response to Item	<u>5</u>	<u>1.8</u>
TOTAL	276	100.0
<u>Think They Can Readily Get the Kind of Job They Want</u>		
Yes	122	44.2
No	126	45.7
No Response to Item	<u>28</u>	<u>10.1</u>
TOTAL	276	100.0

Pay Grade and Employment Prospects

An analysis by pay grade revealed that a greater percentage of the respondents in the lower pay grades had jobs promised them than did the respondents in the higher pay grades. Table XVII shows the results of this analysis. Of the "E1 - E3" pay grade group, 33.3 percent indicated they had a job promised them as compared to 23.7 percent of the E4's, 22.5 percent of the E5's, 3.4 percent of the E6's, and 12.5 percent of the "E7 - E9" group. Table XVII also shows that a higher proportion in the lower pay grades felt they could readily get the kind of job they wanted. Almost 67 percent of those in pay grades E1 - E3

felt they could get a job with only 44.3 percent, 49.3 percent, 44.8 percent, and 32.8 percent of those in pay grades E4, E5, E6, and E7 - E9 respectively.

This analysis indicates a trend that the higher the pay grade of the respondent, the less sure he is of himself finding a job. Since the persons in the lower pay grades are in most cases the youngest, this could indicate a more optimistic attitude toward employment among the younger servicemen. Also, this analysis might reveal a tendency among the higher pay grades to be more particular in the type of jobs they want. Whatever the reason, there appears to be a definite relationship between the respondents' employment prospects and his pay grade.

Educational Level and Employment Prospects

A summary of the respondents' pay grade in relation to their employment prospects is presented in Table XVIII. The respondents with the greatest proportion who had jobs promised them was those with less than 12 years education. Nine or 24.3 percent checked the "yes" response to this item while only 18 percent of those with 12 years of education, 21.2 percent of those with 13-15 years education, and 13.3 percent of those with 16 years education indicated they had a job promised them.

The educational group with the greatest proportion who felt they could readily get the kind of job they wanted was the group with 16 years education with 66.7 percent checking the "yes" response. The "less than 12 years" educational group had the next largest proportion indicating they thought they could readily get the kind of job they wanted, with 48.6 percent. About 42 percent of the respondents with

TABLE XVII

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF EMPLOYMENT
PROSPECTS AND PAY GRADE OF RESPONDENTS

RESPONSE ITEMS	PAY GRADES									
	E1 - E3		E4		E5		E6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
<u>Job Promised When They Leave Service</u>										
Yes	5	33.3	23	23.7	16	22.5	1	3.4	8	12.5
No	10	66.7	70	72.2	55	77.5	27	93.1	56	87.5
No Response to Item	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>4.1</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>3.4</u>	<u>0</u>	<u>0.0</u>
TOTAL	15	100.0	97	100.0	71	100.0	29	99.9*	64	100.0
<u>Think They Can Readily Get the Kind of Job They Want</u>										
Yes	10	66.7	43	44.3	35	49.3	13	44.8	21	32.8
No	5	33.3	48	49.5	30	42.3	12	41.4	31	48.4
No Response to Item	<u>0</u>	<u>0.0</u>	<u>6</u>	<u>6.2</u>	<u>6</u>	<u>8.4</u>	<u>4</u>	<u>13.8</u>	<u>12</u>	<u>18.8</u>
TOTAL	15	100.0	97	100.0	71	100.0	29	100.0	64	100.0*

*Percentage may not add to 100 percent due to rounding.

TABLE XVIII

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF EMPLOYMENT
PROSPECTS AND EDUCATIONAL LEVEL

RESPONSE ITEMS	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
<u>Job Promised When They Leave Service</u>								
Yes	9	24.3	31	18.0	11	21.2	2	13.3
No	26	70.3	139	80.8	40	76.9	13	86.7
No Response to Item	<u>2</u>	<u>5.4</u>	<u>2</u>	<u>1.2</u>	<u>1</u>	<u>1.9</u>	<u>0</u>	<u>0.0</u>
TOTAL	37	100.0	172	100.0	52	100.0	15	100.0
<u>Think They Can Readily Get the Kind of Job They Want</u>								
Yes	18	48.6	72	41.9	22	42.3	10	66.7
No	16	43.2	82	47.7	24	46.2	4	26.7
No Response to Item	<u>3</u>	<u>8.1</u>	<u>18</u>	<u>10.5</u>	<u>6</u>	<u>11.5</u>	<u>1</u>	<u>6.7</u>
TOTAL	37	99.9*	172	100.1*	52	100.0	15	100.1*

*Percentage may not add to 100 percent due to rounding.

12 years of education were confident that they could get a job they wanted and 42.3 percent of those with 13-15 years of education. The most significant fact revealed by the table is that those respondents with 16 years education had the lowest proportion who had a job promised them, but had the highest proportion who thought they could readily get the kind of job they wanted. This seems to indicate the confidence they might have in their educational background.

Race and Employment Prospects

A comparison of the respondents' employment prospects and their race revealed some distinct differences. Table XVIX shows these racial differences. While 20.5 percent of the Caucasians had a job promised them, only 12.5 percent of the Negroes and none of the "all others" racial group had jobs promised. The table also shows that the Negro respondents had by far the smallest proportion who thought they could get the kind of job they wanted. Of the Negro respondents, 28.8 percent indicated they could get jobs as compared to 46.3 percent of the Caucasians and 50 percent of the "all others" racial group.

Type of Exit from Service and Employment Prospects

The analysis of employment prospects of respondents by their type of exit from service [retirement and non-retirement] revealed basically the same trends as brought by the analysis by pay grade. Those respondents whom were retiring were the oldest and showed a tendency to not have a job promised them and were less confident about being able to get the type of job they wanted. Table XX shows that only nine of the 82 respondents retiring, 11 percent, had jobs promised as compared to

TABLE XVIX

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF EMPLOYMENT
PROSPECTS AND RACE OF RESPONDENTS

RESPONSE ITEMS	RACE					
	CAUCASIAN		NEGRO		ALL OTHERS	
	N	%	N	%	N	%
<u>Job Promised When They Leave Service</u>						
Yes	50	20.5	3	12.5	0	0.0
No	190	77.9	21	87.5	7	87.5
No Response to Item	<u>4</u>	<u>1.6</u>	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>12.5</u>
TOTAL	244	100.0	24	100.0	8	100.0
<u>Think They Can Readily Get the Kind of Job They Want</u>						
Yes	113	46.3	5	20.8	4	50.0
No	107	43.9	17	70.8	2	25.0
No Response to Item	<u>24</u>	<u>9.8</u>	<u>2</u>	<u>8.3</u>	<u>2</u>	<u>25.0</u>
TOTAL	244	100.0	24	99.9*	8	100.0

*Percentage may not add to 100 percent due to rounding.

44 of the 194 respondents not retiring, 22.7 percent. Twenty-seven of those retiring, 32.9 percent, felt they could get the kind of job they wanted whereas almost half of those not retiring were confident about getting the kind of job they wanted. The retirees were definitely less optimistic about getting the kind of job they wanted than the more younger non-retirees.

TABLE XX

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP
OF EMPLOYMENT PROSPECTS AND TYPE OF EXIT FROM
SERVICE OF RESPONDENTS

RESPONSE ITEMS	TYPE OF EXIT FROM SERVICE			
	RETIREMENT		NON-RETIREMENT	
	N	%	N	%
<u>Job Promised When They Leave Service</u>				
Yes	9	11.0	44	22.7
No	72	87.8	146	75.3
No Response to Item	<u>1</u>	<u>1.2</u>	<u>4</u>	<u>2.1</u>
TOTAL	82	100.0	194	100.1*
<u>Think They Can Readily Get the Kind of Job They Want</u>				
Yes	27	32.9	95	49.0
No	40	48.8	86	44.3
No Response to Item	<u>12</u>	<u>18.3</u>	<u>13</u>	<u>6.7</u>
TOTAL	82	100.0	194	100.0

*Percentage may not add to 100 percent due to rounding.

Research Question 3: What are the vocational or job training plans of the respondents; are their plans related to military pay grades, educational level, race, or type of exit from service?

Vocational or Job Training Plans

An analysis of the vocational or job training plans of respondents is presented in Table XXI. Ninety-eight or 35.5 percent of all respondents not reenlisting indicated that they planned to get some type of vocational or job training other than college after they got out of the service, 149 or 54 percent said they did not plan to, 29 or 10.5 percent did not respond to this item [item number 18 on questionnaire]. There was an unusually high number of non-responses on this particular item. A surmise is that a large proportion of those not responding were undecided about their job training plans or that the decision might have been put off until they try to obtain a job with their current skills. Another possible reason is that they did not understand the question.

TABLE XXI

FREQUENCY AND PERCENTAGE ANALYSIS OF VOCATIONAL OR JOB TRAINING PLANS OF RESPONDENTS

VOCATIONAL OR JOB TRAINING PLANS	NUMBER	PERCENT
Plan to Get Vocational or Job Training Other than College After Discharge from Service	98	35.5
Do Not Plan to Get Vocational or Job Training Other than College After Discharge from Service	149	54.0
No Response to Item	<u>29</u>	<u>10.5</u>
TOTAL	276	100.0

Pay Grade and Job Training Plans

The above information is broken down by pay grade of respondents and presented in Table XXII. The lower three pay grades had the largest proportion of respondents who planned to get job training other than college after their discharge from service. Of the "E1 - E3" group, 46.7 percent planned to get job training other than college as compared to 35.1 percent of the E4's, 29.6 percent of the E5's, 41.4 percent of the E6's and 37.5 percent of those in the E7 - E9 pay grades. The largest number of non-respondents was in the "E7 - E9" with ten or 15.6 percent. The "E5" group had nine or 12.7 percent not responding; the "E4" group had seven or 7.2 percent; the "E6" group had two or 6.9 percent; and, the "E1 - E3" group had only one or 6.7 percent.

There does not seem to be much indication that there is a relationship between a respondent's pay grade and his job training plans, except that pay grades E1 - E3 had the largest percentage planning to get job training other than college.

Educational Level and Job Training Plans

An analysis of the relationship of the respondents' job training plans and their educational level is presented in Table XXIII. There seems to be an indication that the lower the educational level, the more likely the respondent's plans are to get some type of vocational or job training other than college. Of those with less than 12 years education, 43.4 percent planned to get job training other than college as compared with 37.2 percent of those with 12 years education, 26.9 percent of those with 13-15 years education, and 26.7 percent of those

TABLE XXII

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF VOCATIONAL
OF JOB TRAINING PLANS AND PAY GRADE OF RESPONDENTS

VOCATIONAL OR JOB TRAINING PLANS	PAY GRADE									
	E1 - E3		E4		E5		N6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
Plan to Get Vocational or Job Training Other than College After Discharge from Service	7	46.7	34	35.1	21	29.6	12	41.4	24	37.5
Do Not Plan to Get Vocational or Job Training Other than College After Discharge from Service	7	46.7	56	57.7	41	57.7	15	51.7	30	36.9
No Response to Item	<u>1</u>	<u>6.7</u>	<u>7</u>	<u>7.2</u>	<u>9</u>	<u>12.7</u>	<u>2</u>	<u>6.9</u>	<u>10</u>	<u>15.6</u>
TOTAL	15	100.1*	97	100.0	71	100.0	29	100.0	64	100.0

*Percentage may not add to 100 percent due to rounding.

TABLE XXIII

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF VOCATIONAL OR
JOB TRAINING PLANS AND EDUCATIONAL LEVEL OF RESPONDENTS

VOCATIONAL OR JOB TRAINING PLANS	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
Plan to Get Vocational or Job Training Other than College After Discharge from Service	16	43.3	64	37.2	14	26.9	4	26.7
Do Not Plan to Get Vocational or Job Training Other than College After Discharge from Service	14	37.8	92	53.5	34	65.4	9	60.0
No Response to Item	<u>7</u>	<u>18.9</u>	<u>16</u>	<u>9.3</u>	<u>4</u>	<u>7.7</u>	<u>2</u>	<u>13.3</u>
TOTAL	37	100.0	172	100.0	52	100.0	15	100.0

with 16 years education. Also, a large number of those who did not respond had 12 or less years of education. There were 16 non-respondents with 12 years education and 7 with less than 12 years.

Race and Job Training Plans

Half of the Negro and the "all others" racial group indicated that they planned to get some type of vocational or job training other than college after leaving the service as compared only 33.6 percent of the Caucasians. This is shown in Table XXIV. Since the Negro group had the lowest percentage who felt they could get the kind of job they wanted [see Table XVIX], this indicates a desire for this minority group to improve their existing skills or to obtain new skills that will help them gain employment.

Type of Exit from Service and Job Training Plans

The type of exit from service [retirement or non-retirement] does not appear to have any bearing on the respondents' plans for vocational or job training after service. An almost equal percentage of each, 36.6 percent of those retiring and 35.1 percent of those not retiring, indicated that they planned to get job training after their discharge from service. The analysis is shown in Table XXV.

Research Question 4: What proportion of the respondents were familiar with the veterans' benefits under the "GI Bill", and how many expressed a desire to have more information on civilian training and job opportunities?

TABLE XXIV

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF VOCATIONAL OR
JOB TRAINING PLANS AND RACE OF RESPONDENTS

VOCATIONAL OR JOB TRAINING PLANS	RACE					
	CAUCASIAN		NEGRO		ALL OTHERS	
	N	%	N	%	N	%
Plan to Get Vocational or Job Training Other than College After Discharge from Service	82	33.6	12	50.0	4	50.0
Do Not Plan to Get Vocational or Job Training Other than College After Discharge from Service	138	56.6	9	37.5	2	25.0
No Response to Item	<u>24</u>	<u>9.8</u>	<u>3</u>	<u>12.5</u>	<u>2</u>	<u>25.0</u>
TOTAL	244	100.0	24	100.0	8	100.0

TABLE XXV
 FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP
 OF VOCATIONAL OR JOB TRAINING PLANS AND
 TYPE OF EXIT FROM SERVICE OF
 RESPONDENTS

VOCATIONAL OR JOB TRAINING PLANS	TYPE OF EXIT FROM SERVICE			
	RETIREMENT		NON-RETIREMENT	
	N	%	N	%
Plan to Get Vocational or Job Training Other than College After Discharge from Service	30	36.6	68	35.1
Do Not Plan to Get Vocational or Job Training Other than College After Discharge from Service	39	47.6	110	56.7
No Response to Item	<u>13</u>	<u>15.9</u>	<u>16</u>	<u>8.2</u>
TOTAL	82	100.1*	194	100.0

*Percentage may not add to 100 percent due to rounding.

Generally, the servicemen included in this study were familiar with the veterans' benefits and most expressed a desire to have more information on civilian training and job opportunities. Of all respondents 62.7 percent were familiar with the benefits under the "GI Bill" and 82.3 percent indicated that they would like to have more information about training and job opportunities about training and job opportunities in civilian life. Only 8 and 10 respectively did not respond to the two questions. This data is presented in Table XXVI.

TABLE XXVI

FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
FAMILIARITY OF VETERANS' BENEFITS AND CIVILIAN
TRAINING AND JOB OPPORTUNITIES

RESPONSE ITEM	NUMBER	PERCENT
<u>Generally Familiar with the Veterans'</u> <u>Benefits under the "GI Bill"</u>		
Yes	173	62.7
No	95	34.4
No Response to Item	<u>8</u>	<u>2.9</u>
TOTAL	276	100.0
<u>Would like More Information on Training</u> <u>and Job Opportunities in Civilian Life</u>		
Yes	227	82.3
No	39	14.1
No Response to Item	<u>10</u>	<u>3.6</u>
TOTAL	276	100.0

Although the above information indicates a positive response on the part of most respondents, there were certain groups of respondents which had a greater proportion indicating the negative responses. These were primarily those servicemen in the lower pay grades and those with fewer years of education. Therefore, only an analysis by pay grade and educational level is presented on this question.

Table XXVII shows the analysis by pay grade. Only 46.7 percent of the respondents in pay grades E1 - E3 were familiar with the benefits under the "GI Bill" as compared to 49.5 percent of those in pay grade E4, 64.8 percent of those in pay grade E5, 72.4 percent of those in pay grade E6, and 79.7 percent of those in pay grades E7 - E9. As the pay grades increased, the proportion of respondents familiar with the

veterans' benefits increased. However, there was very little difference in the percentages of respondents' expressing a desire for more information on civilian training and job opportunities.

Table XXVIII shows the analysis by educational level. The most significant fact revealed in this analysis was that the percentage of respondents selecting the positive response to the first question [item number 19 on questionnaire] was extremely lower for those with less than 12 years of education. There was only 37.8 percent of the lower educational group who indicated that they were familiar with the benefits of the "GI Bill". The other three educational groups had 66.9 percent, 67.3 percent, and 60 percent respectively who checked the positive response to this item. Like the analysis by pay grade, there was very little difference among the four educational groups in the percentage of responses expressing a desire to know more about civilian training and job opportunities.

Research Question 5: What proportion of the respondents expressed a desire to receive job training provided by the Army under "Project Transition"; what percentage of those expressing this desire actually completed a training program; and, are these training desires and program completions related to the military pay grade, educational level, race, or type of exit from service?

"Project Transition" Training

Of the total group of 276 respondents, 231 or 83.7 percent indicated that they wanted the Army to provide them job training under "Project Transition". The remainder, 45, or only 16.3 percent, indicated that they did not want the training provided. This is shown in Table XXIX.

TABLE XXVII

FREQUENCY AND PERCENTAGE ANALYSIS OF FAMILIARITY OF VETERANS'
BENEFITS AND CIVILIAN TRAINING AND JOB OPPORTUNITIES
IN RELATION TO PAY GRADE OF RESPONDENTS

RESPONSE ITEMS	PAY GRADE									
	E1 - E3		E4		E5		E6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
<u>Generally Familiar with the Veterans'</u> <u>Benefits Under the "GI Bill"</u>										
Yes	7	46.7	48	49.5	46	64.8	21	72.4	51	79.7
No	8	53.3	45	46.4	23	32.4	7	24.1	12	18.7
No Response to Item	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>4.1</u>	<u>2</u>	<u>2.8</u>	<u>1</u>	<u>3.5</u>	<u>1</u>	<u>1.6</u>
TOTAL	15	100.0	97	100.0	71	100.0	29	100.0	64	100.0
<u>Would Like More Information on Training</u> <u>and Job Opportunities in Civilian Life</u>										
Yes	12	80.0	84	86.6	54	76.1	23	79.3	54	84.4
No	2	13.3	8	8.2	14	19.7	5	17.3	10	15.6
No Response to Item	<u>1</u>	<u>6.7</u>	<u>5</u>	<u>5.3</u>	<u>3</u>	<u>4.2</u>	<u>1</u>	<u>3.5</u>	<u>0</u>	<u>0.0</u>
TOTAL	15	100.0	97	100.0	71	100.0	29	100.1*	64	100.0

*Percentage may not add to 100 percent due to rounding.

TABLE XXVIII

FREQUENCY AND PERCENTAGE ANALYSIS OF FAMILIARITY OF VETERANS'
BENEFITS AND CIVILIAN TRAINING AND JOB OPPORTUNITIES
IN RELATION TO EDUCATIONAL LEVEL OF RESPONDENTS

RESPONSE ITEMS	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
<u>Generally Familiar with the Veterans'</u> <u>Benefits Under the "GI Bill"</u>								
Yes	14	37.8	115	66.9	35	67.3	9	60.0
No	20	54.1	54	31.4	15	28.8	6	40.0
No Response to Item	<u>3</u>	<u>8.1</u>	<u>3</u>	<u>1.7</u>	<u>2</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
TOTAL	37	100.0	172	100.0	52	99.9*	15	100.0
<u>Would Like More Information on Training</u> <u>and Job Opportunities in Civilian Life</u>								
Yes	29	78.4	149	86.6	39	75.0	10	66.7
No	4	10.8	19	11.1	11	21.2	5	33.3
No Response to Item	<u>4</u>	<u>10.8</u>	<u>4</u>	<u>2.3</u>	<u>2</u>	<u>3.8</u>	<u>0</u>	<u>0.0</u>
TOTAL	37	100.0	172	100.0	52	100.0	15	100.0

*Percentage may not add to 100 percent due to rounding.

TABLE XXIX
FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
DESIRE FOR TRAINING UNDER PROJECT TRANSITION

RESPONSE	NUMBER	PERCENT
Wanted the Army to Provide Training Under "Project Transition"	231	83.7
Did Not Want the Army to Provide Training Under "Project Transition"	<u>45</u>	<u>16.3</u>
TOTAL	276	100.0

Table XXX breaks these two groups down and shows those respondents who actually completed a training program and whether the program they completed was in one of the three fields that they had selected in item number 22 of the questionnaire. Item number 22 request that the respondent indicate three fields in which he might want training provided. The frequencies in which each field was selected are listed in Appendix B.

Of the 231 respondents who indicated that they desired training under project transition, 130 or 56.3 percent completed a training program; 92 received training in one of the three fields selected in item number 22 of the questionnaire; and, 38 received training in a field other than one selected. There are several possible reasons for them not receiving training in an area they had chosen. A training program may not have been available in the field selected, the classes may have been filled, the respondent may not have had the prerequisites required, or he may have changed his mind after a counseling session. A surmise is that all of these reasons, and possibly others affected those receiving training in a field other than one chosen.

TABLE XXX
FREQUENCY AND PERCENTAGE ANALYSIS OF TRAINING
COMPLETIONS UNDER PROJECT TRANSITION

RESPONSE ITEMS	NUMBER	PERCENT
<u>Respondents Who Wanted the Army to Provide Training Under "Project Transition"</u>		
Completed a Training Program in One of Three Fields Selected	92	39.8
Completed a Training Program in a Field Other than One Selected	38	16.5
Did Not Enter or Did Not Complete a Training Program	<u>101</u>	<u>43.7</u>
TOTAL	231	100.0
<u>Respondents Who Did Not Want the Army to Provide Training Under "Project Transition"</u>		
Accepted and Completed a Training Program After Counseling	6	13.3
Did Not Enter or Did Not Complete a Training Program	<u>39</u>	<u>86.7</u>
TOTAL	45	100.0

Over 100, 43.7 percent, of those respondents indicating they wanted job training either did not enroll in a program or did not complete a program in which they enrolled. Perhaps a program was not available in the field they had chosen or classes had been filled, and the servicemen did not want to accept an alternate program.

Table XXX also shows that six or 13.3 percent of the servicemen who did not want training provided changed their minds after counseling and enrolled in and completed a "Project Transition" program. Thirty-nine in this group did not change their decision after being counseled.

Pay Grade and "Project Transition" Training

The analysis by pay grade revealed that the lower three pay grades had the smallest proportion of respondents completing a "Project Transition" training program. This is shown in Table XXXI. From the "E1 - E3" group, there were 12 of 15 respondents who indicated they wanted training provided. Only two received training in a field chosen and one in a field other than that chosen. Of the 12 expressing a desire for training, 75 percent either did not enroll in a program or did not complete the training. One respondent of the three expressing no desire for training changed his mind after counseling and completed a training program.

As the pay scale increases up through grade E6, the percentage of respondents completing training in a field of their choice also increases; 32.5 percent of the E4's, 41.5 percent of the E5's, and 50 percent of the E6's completed training desired. The "E7 - E9" group had a slightly lower training percentage with 47.5 percent. Two from grade E4 and three from grade E5 did not want training under "Project Transition" but did complete a program after a counseling session.

The respondents in the higher four pay grades, E6 - E9, had not only the largest proportion receiving training, but also the largest proportion wanting job training. Only four of them, one in grade E6 and three in grades E7 - E9, did not want "Project Transition" training. Possibly, because the respondents in these two groups have been away from civilian life for a longer period of time than those in the lower pay grades, and since only a small proportion indicated they planned to get job training other than college [see Table XXII], they have a desire

TABLE XXXI

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF TRAINING
UNDER PROJECT TRANSITION AND PAY GRADE OF RESPONDENTS

RESPONSE ITEMS	PAY GRADE									
	E1 - E3		E4		E5		E6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
<u>Respondents Who Wanted the Army to Provide Training Under "Project Transition"</u>	12	80.0	77	79.4	53	74.6	28	96.6	61	95.5
Completed a Training Program in One of Three Fields Chosen:	2	16.7	25	32.5	22	41.5	14	50.0	29	47.5
Completed a Training Program in A Field Other Than One Chosen	1	8.3	13	16.9	8	15.1	5	17.9	11	18.0
Did Not Enter or Did Not Complete A Training Program	<u>9</u>	<u>75.0</u>	<u>39</u>	<u>50.6</u>	<u>23</u>	<u>43.4</u>	<u>9</u>	<u>32.1</u>	<u>21</u>	<u>34.4</u>
TOTAL	12	100.0	77	100.0	53	100.0	28	100.0	61	99.9*
<u>Respondents Who Did Not Want Training Provided Under "Project Transition"</u>	3	20.0	20	20.6	18	25.4	1	3.4	3	4.7
Accepted and Completed a Training Program after Counseling	1	33.3	2	10.0	3	16.7	0	0.0	0	0.0

Table XXXI (Continued)

RESPONSE ITEMS	PAY GRADE									
	E1 - E3		E4		E5		E6		E7 - E9	
	N	%	N	%	N	%	N	%	N	%
Did Not Enter or Did Not Complete A Training Program	<u>2</u>	<u>66.7</u>	<u>18</u>	<u>90.0</u>	<u>15</u>	<u>83.3</u>	<u>1</u>	<u>100.0</u>	<u>3</u>	<u>100.0</u>
TOTAL	3	100.0	20	100.0	18	100.0	1	100.0	3	100.0

*Percentage may not add to 100 percent due to rounding.

to take advantage of any training opportunities provided that might help them compete for civilian jobs.

Educational Level and "Project Transition" Training

The analysis by educational level revealed that a larger percentage of the respondents in the "12 years" educational group, 91.3 percent, wanted training under project transition. However, the "less than 12 years" group had the largest percentage of those wanting training who actually completed a program with 50 percent completing training in a field selected and 14.3 percent in a field not specifically chosen on the questionnaire. These data are presented in Table XXXII. The two higher educational groups had the least percentages of respondents actually receiving training under "Project Transition".

One of the most significant facts revealed in Table XXXII was that over half of the respondents with less than 12 years of education, after indicating they did not want the Army to provide training, accepted and completed a program. Only one of these respondents with 12 years of education did and none of those in the two higher educational groups.

Race and "Project Transition" Training

Table XXXIII shows the analysis as "Project Transition" training in relation to the respondents' race. The Negro group had the largest proportion expressing a desire for training with 91.7 percent as compared to 82.7 percent of the Caucasians and 87.5 percent of the "all others" racial group. The Negro group also had the highest percentage of respondents wanting training that actually completed a program with

TABLE XXXII

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF TRAINING UNDER
PROJECT TRANSITION AND EDUCATIONAL LEVEL OF RESPONDENTS

RESPONSE ITEMS	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
<u>Wanted the Army to Provide Training Under "Project Transition"</u>	28	75.7	157	91.3	36	69.2	10	66.7
Completed a Training Program in One of Three Fields Chosen	14	50.0	63	40.1	11	30.5	4	40.0
Completed a Training Program in a Field Other than one Chosen	4	14.3	27	17.2	6	16.7	1	10.0
Did Not Enter or Did Not Complete a Training Program	<u>10</u>	<u>35.7</u>	<u>67</u>	<u>42.7</u>	<u>19</u>	<u>52.8</u>	<u>5</u>	<u>50.0</u>
TOTAL	28	100.0	157	100.0	36	100.0	10	100.0
<u>Did Not Want the Army to Provide Training Under "Project Transition"</u>	9	24.3	15	8.7	16	30.8	5	33.3
Accepted and Completed a Training Program after Counseling	5	55.6	1	6.7	0	0.0	0	0.0

Table XXXII (Continued)

RESPONSE ITEMS	EDUCATIONAL LEVEL							
	Less than 12 years		12 years		13-15 years		16 years	
	N	%	N	%	N	%	N	%
Did Not Enter or Did Not Complete a Training Program	<u>4</u>	<u>44.4</u>	<u>14</u>	<u>93.3</u>	<u>16</u>	<u>100.0</u>	<u>5</u>	<u>100.0</u>
TOTAL	9	100.0	15	100.0	16	100.0	5	100.0

72.7 percent, 59.1 percent in a field chosen and 13.6 percent in a field other than one selected on the questionnaire. Of the seven in the "all others" group wanting training, five or 71.4 percent received training in a field selected and none accepted an alternate training program.

Of the Caucasians, 42 or 17.3 percent indicated they did not want "Project Transition" training as compared to only two of the Negroes and one of the "all others" group. However, five of the Caucasians and one of the Negroes accept a training program and completed it after being counseled.

Type of Exit from Service and "Project Transition" Training

The most significant fact brought out by the analysis by type of exit from service was that almost all, 95.1 percent, of the respondents whom were retiring from the service expressed a desire for "Project Transition" training. Of those not retiring, 78.9 percent indicated they wanted training. This data is presented in Table XXXIV.

Of the respondents retiring from service and indicating they wanted "Project Transition" training, two-thirds completed a training program as compared to only 51 percent of those not retiring. Of the four retirees not wanting "Project Transition" training, one completed a program after counseling; whereas, five of 41 non-retirees reversed their decision and completed a training program.

TABLE XXXIII

FREQUENCY AND PERCENTAGE ANALYSIS OF RELATIONSHIP OF TRAINING UNDER
PROJECT TRANSITION AND RACE OF RESPONDENTS

RESPONSE ITEMS	RACE					
	CAUCASIAN		NEGRO		ALL OTHERS	
	N	%	N	%	N	%
<u>Wanted the Army to Provide Training Under "Project Transition"</u>	202	82.7	22	91.7	7	87.5
Completed a Training Program in One of Three Fields Chosen	74	36.6	13	59.1	5	71.4
Completed a Training Program in A Field Other than One Chosen	35	17.3	3	13.6	0	0.0
Did Not Enter or Did Not Complete a Training Program	<u>93</u>	<u>46.0</u>	<u>6</u>	<u>27.3</u>	<u>2</u>	<u>28.6</u>
TOTAL	202	99.9*	22	100.0	7	100.0
<u>Did Not Want the Army to Provide Training Under "Project Transition"</u>	42	17.3	2	8.3	1	12.5
Accepted and Completed a Training Program after Counseling	5	11.9	1	50.0	0	0.0

Table XXXIII (Continued)

RESPONSE ITEMS	RACE					
	CAUCASIAN		NEGRO		ALL OTHERS	
	N	%	N	%	N	%
Did Not Enter or Did Not Complete A Training Program	<u>37</u>	<u>88.1</u>	<u>1</u>	<u>50.0</u>	<u>1</u>	<u>100.0</u>
TOTAL	42	100.0	2	100.0	1	100.0

*Percentage may not add to 100 percent due to rounding.

TABLE XXXIV

FREQUENCY AND PERCENTAGE ANALYSIS OF THE RELATIONSHIP OF
TRAINING UNDER PROJECT TRANSITION AND TYPE OF EXIT
FROM SERVICE OF RESPONDENTS

RESPONSE ITEMS	TYPE OF EXIT FROM SERVICE			
	RETIREMENT		NON-RETIREMENT	
	N	%	N	%
<u>Wanted the Army to Provide Training Under "Project Transition"</u>	78	95.1	153	78.9
Completed a Training Program in One of Three Fields Chosen	35	44.9	57	37.3
Completed a Training Program in a Field other Than One Chosen	17	21.8	21	13.7
Did Not Enter or Did Not Complete a Training Program	<u>26</u>	<u>33.3</u>	<u>75</u>	<u>49.0</u>
TOTAL	78	100.0	153	100.0
<u>Did Not Want the Army to Provide Training Under "Project Transition"</u>	4	4.9	41	21.1
Accepted and Completed a Training Program after Counseling	1	25.0	5	12.2
Did Not Enter or Did Not Complete a Training Program	<u>3</u>	<u>75.0</u>	<u>36</u>	<u>87.8</u>
TOTAL	4	100.0	41	100.0

FOOTNOTES

¹Frank T. Hines, "Education and Rehabilitation of Returning Veterans with Special Reference to the Provisions of Public Laws 16 and 346," Journal of Educational Sociology, XVIII (October, 1944), p. 75.

CHAPTER V

SUMMARY, CONCLUSIONS , AND RECOMMENDATIONS

Servicemen and veterans of our Armed Forces represent an actual and potential human resource reservoir and should be considered within the planning processes of training programs and manpower development. The problem with which this study was concerned was the lack of descriptive information about servicemen being released from active military service.

The purpose of this study was to provide needed descriptive information about the occupational training plans of enlisted servicemen, who are stationed at Fort Sill, Oklahoma, and plan to reside in Oklahoma upon their release from military service, at a time six months prior to their release from active military service. This descriptive data will be useful as a tool for (1) counseling of servicemen and veterans on educational and training opportunities, (2) planning of training programs in Oklahoma's vocational and technical training institutions to meet the demand of the veterans seeking occupational training, and (3) planning in Oklahoma's future manpower development programs.

This study collected data on 294 servicemen scheduled to be released from active duty at Fort Sill during the six month period January through June, 1971. Data for this study were derived from "Project Transition" questionnaires administered by the Office of Education at Fort Sill, and from records of the Office of Education at

Fort Sill. The data collected were analyzed showing the distributions of responses in frequency counts and percentages. Occupational and job training plans were analyzed in terms of pay grade, educational level, race, and type of exit from service. All findings and conclusions drawn from this study must be limited to the population and the variables employed in the data analysis.

Findings

The results of this study are presented in Chapter IV. This section summarizes the findings based on the analysis and interpretation of data as posed by the research questions. Findings relative to the characteristics of respondents are:

1. Of the 294 respondents, 88.4 percent were Caucasian, 8.5 percent were Negro, and 3.1 percent were in the "all others" racial group.
2. Of all respondents, 10.9 percent were in the 17-20 age group, 48.7 percent were in the 21-24 age group, 9.5 percent were in the 25-35 age group, and 30.9 percent were in the 36 and up age group. The 21-24 age group had the greatest proportion for each racial group with 50 percent of the Caucasians, 40 percent of the Negroes, and 33.3 percent of the "all others" group.
3. Of all respondents, 5.1 percent were in military pay grades E1 - E3, 33.7 percent were in grade E4, 24.5 percent were in grade E5, 11.2 percent were in grade E6, and 25.5 percent were in grades E7 - E9. The heaviest concentration for each racial group was in pay grade E4. No Negroes were in the lower three pay grades.

4. Of the 294 respondents, 18 indicated they were going to reenlist and 14 were not sure. Of the 276 respondents not indicating they would reenlist, 82 or 29.7 percent were retiring from the service and 194 or 70.3 percent were non-retirees.

5. The educational level of respondents varied from seven years of education to college graduates. Thirty-seven or 12.6 percent had less than 12 years, 187 or 63.6 percent had 12 years, 55 or 18.7 percent had 13-15 years, and 15 or 5.1 percent had 16 years of education. The Negro group had the largest percentage with 16 years of education with 12 percent. Of the 257 respondents with 12 or more years of education, 158 received a high school diploma and 99 received a high school equivalent certificate through the GED program.

The most important findings relative to the occupational training plans of respondents and the relationship between the variables applied are:

1. Seventy percent of the respondents planned to work full-time when released from active duty and another 21.4 percent planned to work part-time. Pay grades E4 and E5 had the smallest proportions who planned to work full or part-time after service and the largest proportions who planned to attend school on a full-time basis. The respondents with less than 12 years of education and those with 16 years of education had the largest proportions who planned to work full-time while those with 12 years and 13-15 years education had the largest proportions planning to go back to school full-time. The respondents retiring from the service had the highest percentages planning to work full-time and the lowest percentages planning to return to school.

2. Of all respondents leaving the service, 19.2 percent had jobs promised them; and, 44.2 percent felt they could readily get the kind of job they wanted. The lower the pay grade of respondents, the higher the percentages were in which respondents indicated they had jobs promised them, as were the percentages in which respondents felt they could get the kind of job they wanted. Respondents with 16 years education had the smallest proportion who had jobs promised, but the largest proportion who felt they could get the kind of job they wanted. By race, the Negro group showed less confidence in getting the kind of job they wanted with 20.8 percent, ~~whereas the Caucasians and "all others"~~ group had 46.3 and 50 percent respectively who felt they could readily get the job they wanted. The non-retirees expressed a greater confidence in getting jobs than did the retirees.

3. Of all respondents, 35.5 percent planned to get vocational or job training after service, 54 percent did not, and 29 or 10.5 percent did not respond to this question. The lower three pay grades had the largest proportion of respondents planning to get job training with 46.7 percent, as was the case with those with a lower educational level; 43.3 percent of those with less than 12 years, 37.2 percent of those with 12 years, and almost 27 percent of those with more than 12 years education. Fifty percent of both the Negroes and "all others" racial group indicated they would get job training as compared to 33.6 percent of the Caucasians.

4. A large majority of the total respondents were familiar with the veterans' benefits under the "GI Bill" and wanted more information about training and job opportunities with 62.7 percent and 82.3 percent respectively. Respondents in the lower pay grades were less familiar

with the veterans' benefits than those in the higher grades with the percentage ranging from 46.7 percent of those in grades E1 - E3 to 79.7 percent of those in grades E7 - E9. By educational level, the less than 12 years group had only 37.8 percent familiar with the veterans' benefits as compared to over 60 percent in all other educational groups.

5. Of all respondents 231 or 83.7 percent wanted the Army to provide them with training under "Project Transition." Almost 40 percent of the 231 wanting training received training in a field selected; 16.5 percent received training in a field other than one selected; and 43.7 percent did not receive any training. Of the 45 not wanting training, six or 13.3 percent accepted and completed a program after counseling. Respondents in the higher pay grades had the largest proportions wanting training and actually receiving training; by education, respondents in the lower educational level groups had the largest proportions actually receiving training; and by race, the Negroes and the "all others" group had the largest proportion receiving training.

Conclusions

Findings of the study indicate that the educational level of servicemen has increased substantially over the years, since the "review of the literature" showed a much lower educational level among servicemen in World War II. The educational level of the servicemen in this study was slightly higher among the Negro race than the Caucasians and lower among the "all others" racial group. Also, the overall pay grade was slightly higher among the Negroes. The lower pay grades tended to have the lower educational levels among the servicemen in this study.

The pay grade and educational level of the servicemen seemed to reveal some indication of their plans after service. The middle area pay grades [E4 - E5] and the middle area educational levels [12 years and 13-15 years] showed more of a tendency to return to school.

Pay grade seemed to be the best indicator as to whether the respondents had jobs promised them and whether they thought they could readily get the kind of job they wanted with more in the lower pay grades having jobs promised and feeling they could get a job. Since the servicemen in the lower pay grades are of a younger age than those in the higher grades, this indicates a more optimistic outlook toward employment among the younger servicemen. By race, the Negro group, seemed to have a less optimistic outlook toward employment with a substantially lower percentage feeling they could readily get the kind of job they wanted.

The findings showed that the educational level of the respondents seemed to be the best indicator as to whether the servicemen planned to get vocational or job training other than college after discharge from service; the lower the educational level, the higher the percentage was that respondents planned to get job training. Also, the minority racial groups showed more of a tendency to want job training than the Caucasians.

The servicemen in this study in the lower pay grades and those with less than 12 years education were less familiar with the veterans' benefits under the "GI Bill" than the respondents in other groups. Most of the respondents indicated a desire to have more information about training and job opportunities in civilian life.

Findings showed that the respondents in the higher four pay grades had a tendency to want to take advantage of training under "Project Transition." They had the highest percentages for both wanting "Project Transition" training and actually completing it. Yet, they had only a small proportion indicating they planned to get job training other than college. The respondents with less than 12 years education seemed to be the group most easily swayed by "Project Transition" counseling. After counseling, over half of those not wanting training changed their minds and completed a training program.

By race, the Negro group had the lowest percentage who thought they could get the kind of job they wanted, the highest percentage who wanted "Project Transition" training, and the highest percentage actually completing training. This indicates that they want to improve their job skills to enable them to get better jobs.

Recommendations

Based on the analysis of data, findings, and conclusions in this study, the following recommendations are put forth:

1. That the vocational and technical training institutions within Oklahoma make a concentrated effort to recruit servicemen being released from the service, especially those in the minority races, those in the lower pay grades, those with lower educational levels, and those retiring from the service. All recruiting should be coordinated through the Office of Education at the military installation in which the recruiting is done.

2. That the vocational and technical training institutions within Oklahoma provide to the Office of Education at various military

installations information about the training and job opportunities available to the servicemen being released from active duty.

3. That all counseling of servicemen and veterans should provide them with detailed information on the veterans' benefits under the "GI Bill."

4. That Oklahoma's future manpower development planning include servicemen and veterans as an actual and potential human resource.

5. That additional educational research be done in several areas concerning servicemen and veterans. Some suggested areas are: A follow-up of servicemen completing "Project Transition" training as opposed to those not completing the program; studies attempting to identify the current military skills that will transfer successfully to civilian employment; and, studies identifying the characteristics of unemployed veterans, reasons of their unemployment, and exploring the possibility of providing them with job training.

6. That additional efforts be made by "Project Transition" officials to provide training in those areas in which servicemen indicate they desire training. If a program cannot be established, additional efforts should be made to persuade business and industry to provide on-the-job training.

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APPENDIX A

PROJECT TRANSITION QUESTIONNAIRE

**QUESTIONNAIRE
PROJECT TRANSITION**
(CON Reg 691-4)

NAME (Last, First, Middle Initial)		GRADE	SSAN	EYES
PRESENT UNIT				
1. How old are you?				
a. 17-18				
b. 19-20				
c. 21-22				
d. 23-24				
e. 25-26				
f. 27-35				
g. 36-over				
2. What is your home state?				
3. What is the size of your hometown?				
a. City over 1,000,000				
b. City over 100,000 to 1,000,000				
c. City over 20,000 to 100,000				
d. Town or Village over 1,000 to 20,000				
e. Farm or small village under 1,000				
4. What is your race?		a. Caucasian*	b. Negro*	c. Other*
5. What is your Primary MOS?				
6. What is your Secondary MOS?				
7. Civilian education (highest level achieved) (Circle one.) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15				
8. Did you receive a high school diploma? <input type="checkbox"/> Yes <input type="checkbox"/> No				
9. Did you receive a High School Equivalent Certificate thru GED program? <input type="checkbox"/> Yes <input type="checkbox"/> No				
10. Did you graduate from college? <input type="checkbox"/> Yes <input type="checkbox"/> No				
11. Did you attend a service school for your Primary MOS? <input type="checkbox"/> Yes <input type="checkbox"/> No				
12. Do you intend to reenlist? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure				
If yes, go no further.				
If no, answer questions 13 thru 23 only.				
If not sure, answer all questions.				
13. What do you intend to do after leaving service?				
a. Work full time				
b. Work full time, school part time		VE	AI	
c. Work part time, school part time		AR	MA	
d. School full time		SM	ELI	
e. School full time, work part time		PA	ARC	
f. Other		ACS	GT	
* This entry is required by the Department of the Army and the Department of Defense to insure that the TRANSITION Program is conducted in accordance with equal opportunity policies.				

14. Do you have a job promised when you leave service? If yes, give name of job.		Yes	No
15. If you plan to work full or part time, do you think you can readily get the kind of job you want?			
16. If you plan to work after leaving the service, where would you prefer a job?			
a. Near home			
b. Another location			
c. Depends on job			
17. Have you worked 6 months or longer full time at a civilian occupation? If yes, give name of job.			
18. Do you plan to get vocational or job training (other than college) after you are discharged?			
19. Are you generally familiar with the veterans' benefits under the "GI Bill"?			
20. Would you like more information on training and job opportunities in civilian life?			
21. Would you like the Army to provide you with training for a civilian job prior to your ETS?			
22. If you would like training for one of the following kinds of civilian jobs, indicate by placing a "1" before your choice. Indicate two additional choices by placing a "2" before your second choice and a "3" before your third choice. (Do not indicate more than 3 choices.)			
a. Auto Mechanics	k. Welder		
b. Clerk	l. Plumber		
c. Cook	m. Post Office Worker		
d. Retail Salesman	n. Air Conditioning Repairman		
e. Draftsman	o. Electrical Appliance Repairman		
f. Automatic Data Processing Machine Operator	p. Other (State job title.)		
g. Computer Programmer	q. More Education (High school completion)		
h. Machinist			
i. Aircraft Mechanic			
j. Radio - TV Repairman			
NOTE: If you answered "No" to question 12, stop here. DO NOT answer questions 23 thru 25.			
23. Which of the following would be important in helping you decide to reenlist? (Place a "1" before your first choice, a "2" before your second, and a "3" before your third.)			
a. Promotion			
b. 10% pay increase			
c. Assignment to Officer Candidate School			
d. Training for another MOS			
e. Choice of location			
f. Higher retirement pay			
24. Are you familiar with the benefits you will receive from reenlistment?			
25. What will cause you to decide to reenlist?			

APPENDIX B

TABULATION ON TRAINING CHOICES
ON ITEM NUMBER 22

TABULATION OF TRAINING CHOICES
ON ITEM NUMBER 22

	1st Choice	2nd Choice	3rd Choice
a. Auto Mechanics	23	23	23
b. Clerk	5	11	6
c. Cook	2	2	2
d. Retail Salesman	10	10	12
e. Draftsman	6	10	9
f. Automatic Data Processing Machine Operator	12	15	10
g. Computer Programmer	12	12	13
h. Machinist	7	5	6
i. Aircraft Mechanic	7	8	8
j. Radio-TV Repairman	13	16	4
k. Welder	17	14	15
l. Plumber	3	8	11
m. Post Office Worker	26	26	19
n. Air Conditioning Repairman	11	18	13
o. Electrical Appliance Repairman	10	7	14
p. Other	62	14	11
q. More Education	5	1	3

TRAINING CHOICES LISTED UNDER "OTHER"

Occupational Field	Number
1. Air Traffic Control	1
2. Auto Body and Fender Repair	1
3. Auto Front-end Alignment	2
4. Auto Tune-up	2
5. Bank Teller	1
6. Barber	2
7. Brick Laying/Masonry	5
8. Business Admin./Mgmt.	1
9. Carpentry	5
10. Commercial Art	2
11. Delinquent Loan Officer	1
12. Electrician	3
13. Exterminator	1
14. Finance Management	6
15. Fireman	1

"OTHER" (Continued)

Occupational Field	Number
16. Fish and Wildlife Conservation	5
17. Forestry	1
18. Heavy Equipment Operation	6
19. Insurance Adjuster	5
20. Law Enforcement/Police Training	9
21. Life Insurance Salesman	1
22. Meat Trimmer/Cutter/Butcher	5
23. Medical Work	1
24. Motel/Hotel Mgmt.	3
25. Personnel Admin./Mgmt.	2
26. Photography	2
27. Printing	2
28. Radio - TV Broadcasting/Mgmt.	2
29. Real Estate Sales	2
30. Sales Management	1
31. Surveying	2
32. Telephone Lineman	2
33. Truck Driving	2

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